

Fine Arts - Music Course Descriptive Guide

Second Grade [1997]

Course Description

This curriculum is written to facilitate teacher and student learning of music as an art form. The design and content grew out of the desire to keep the joy of creating, making, and experiencing music at the center by involving children in developmentally appropriate and holistic learning experiences in singing, playing, creating, and listening. The content gives considerable freedom of choice in selecting materials and teaching strategies. Student achievement is evaluated by using the assessment indicators, appearing as bullets following objectives. These indicators can be a great help in creating lessons which lead not only to objectives and standards, but often prompt integration links to other subject areas. Lessons may last from 7 to 90 minutes based on grade level, amount of curriculum integration, and complexity of lesson planning ranging from simple music exercises to fully developed classroom performances (which may take days or weeks to complete). Although sharing music work within a class or occasionally with other classes is an acceptable part of the process at all grade levels, mounting performances for public audiences is NOT a priority, especially prior to the fourth grade.

Core Standards of the Course

TOPIC: Singing

STANDARD:

The student will develop the voice and body as instruments of musical expression.

OBJECTIVES:

Explore the potential of the human voice to make sounds and sing with a natural voice.

- Sing a variety of simple songs and singing games in a natural voice, free from strain.
- Imitate different timbre with one's own voice; e.g., whiny, cheerful, dark, heavy, shaky, dry.
- Strategy Example:
Demonstrate different volumes, pitches, and tempi. Include such gradual changes as ascending/ descending pitches, increasing and decreasing volume, speeding up and slowing down the tempo.
- Judge success in echoing short rhythm and pitch patterns accurately.
Strategy Example:
Use short rhythm patterns composed of quarter, half, and whole notes, beamed eighth note pairs, and quarter rests. Use short pitch patterns composed of so, mi, la, and do. Echo back and forth together and individually.
- Recognize success in starting and stopping together, using an unforced voice, and matching volume and tempo as a group in performing memorized songs.
- Rate success in singing an assigned part in call and response songs.

Use body movement to internalize sounds. (See Dance Core.)

- Demonstrate the beat and the pattern of accents through clapping, marching, dancing, hand jives, and/or circle games.
- Show changes in pitch, dynamics (volume), timbre, tempo, rhythm patterns, and melodic patterns through body movement.

Strategy Example:

Demonstrate the upward/downward motion of the pitches in the melody through various levels and patterns across the floor; reflect the rhythm of the music through various energy types, locomotor steps, speed of movement.

Discover how songs, singing games, and dances relate to the cultures of families and friends in the neighborhood. (See Social Studies Core.)

- Share songs, instruments, and music enjoyed by family and friends in the neighborhood.
- Describe how music is used by various cultures within the neighborhood.
- Play singing games, enjoy traditional nursery rhymes, folk dances, patriotic songs, and musical stories that have originated in neighborhood cultures. Explain what they mean personally.

TOPIC: Playing

STANDARD:

The student will play instruments as a means of musical expression.

OBJECTIVES:

Demonstrate playing simple percussion instruments from the classroom and various cultures.

- Demonstrate and describe various timbres of rhythm instruments.
- Demonstrate and describe proper playing and handling techniques on autoharp and simple rhythm instruments.
- Add instrumental sounds to known songs of various cultures. (See Social Studies Core.)

Strategy Example:

Add instrumentation to familiar songs by playing the beat and simple repeating rhythm/melody patterns (ostinato).

Demonstrate ability to play instruments accurately.

- Determine success in starting and stopping together, keeping a basic beat, and playing requested volume.
- Evaluate success in accurately echoing simple rhythm and/or pitch patterns.

TOPIC: Creating

STANDARD:

The student will create music through improvising, arranging, and composing.

OBJECTIVES:

Improvise a variety of rhythms, melodies, and sound effects with the body, voice, and instruments.

- Create simple rhythm and/or melody patterns together.

Strategy Example:

Consider different timbres, dynamics, pitches, and tempi. Plan, practice, and perform it for classmates.

- Create together a new song and/or a new chant ("rap").
Strategy Example:
As a class, choose the subject, compose the verse, and consider using some of the simple improvised rhythm/melody patterns created together above. Decide what volume, timbres, and tempo to use. Plan, practice, and perform it for each other. Consider recording it.
- Make and play a simple percussion instrument to provide a needed sound effect in a song or story.
- Compare and contrast creating rhythms and melodic lines in music with creating them in other things. (See Dance, Visual Arts Cores.)

Express ideas, thoughts, and emotions aesthetically through singing, playing, and/or creating.

- Demonstrate aesthetic awareness through exhibiting an appreciation for the subtle beauties inherent in everyday life.
Strategy Example:
Recognize ways to contribute to the beauties of the moment, identify subtle beauties inherent in daily life, acknowledge that beauty is inherently different for different people.
- Select and express through music an idea, thought, or feeling found in the world; e.g., nature, dance, a picture, a movie, a story, real life.
- Balance reason and emotion in creating, practicing, and performing.

Create and use visual representations of volume, beat, tempo, rhythm patterns, and pitch patterns.

- Represent visually same or different rhythm and/or melody patterns in a song. (See Visual Arts Core.)
Strategy Example:
Students construct pictures, shapes, use manipulatives to symbolize patterns and explain how their system works.
- Demonstrate how the staff diagrams the pitches and the timing of notes in melodic patterns.
- Mark loud/soft (f/p) and fast/slow (allegro/andante) in songs/pieces; identify and respond to these symbols while performing them.

TOPIC: Listening

STANDARD:

The student will listen to, analyze, and describe music.

OBJECTIVES:

Recognize quality while creating a music performance.

- Participate and follow directions in a music performance.
- Recognize when people watch the conductor, start and stop together, use a natural and free voice, and play and handle instruments with proper technique.
- Plan, practice, self-assess, refine, and present a simple program that demonstrates all of the skills learned in each of the standards.

Strategy Example:

Use this as the culminating activity for the last six weeks of each semester. Create together a program which combines and showcases the skills and knowledge gained in music, art, dance, drama, history, etc.

Perceive and respond to the messages in music and the use of music elements.

- Identify when the class listens quietly or otherwise, as directed.
- Describe what the music makes students think about or what it is saying personally.
- Describe the difference between a melody and a rhythm.
- Create body movements that reflect the rhythms of short patterns or entire songs. (See Dance Core.)
- Use body movement to show when the melody goes up, down, or stays the same.

Strategy Example:

While singing familiar songs, have students trace the overall upward and downward shapes (contours) of the melody in the air, on paper, on the chalkboard, etc. Slowly sing short melodic patterns and have students identify large leaps/small steps in pitch by making correspondingly sized upward/downward gestures with the hand, movements with the body, or tracings on the board or on paper. (See Dance Core.)

- Identify when the music repeats or changes its melodic and/or rhythmic patterns.
- Identify by sight and by sound the string bass, tuba, bassoon, cymbal, clarinet, bass drum, and classroom rhythm instruments.

Strategy Example:

Use pictures, names, and gestures.

- Demonstrate familiarity with suggested listening selections by telling a story connected with the writing of the piece and/or naming the title or composer. After being told the composer/title, hum the tune, tap the rhythm, or describe the music in terms of pitch, volume, tempo, and timbre.
- Suggested listening for second grade:
 - Prokofiev: Peter and the Wolf
 - Rossini: Barber of Seville, "Overture"
 - Villa Lobos: Little Train of the Caipira
 - Bernstein: Divertimento for Orchestra, "Turkey Trot"
 - Stravinsky: Firebird Ballet Suite, "Berceuse"
 - Williams: Raiders of the Lost Ark, "Main Theme"
 - Grofé: Grand Canyon Suite
 - Rodgers: The King and I, "March of the Siamese Children"
- These particular masterworks are chosen for their appeal, their potential in demonstrating different music elements, and their suitability to this grade level. There are many other selections which could be substituted and/or added to the list. Consider equally powerful works from the various "non-Western" cultures of the world.